



# SELF-DISCLOSURE AND VALUES OF ADOLESCENTS IN RELATION TO THEIR SCHOOL ENVIRONMENT

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## ABSTRACT

The present study investigated self-disclosure and values of adolescents in relation to their school environment. The study is also aimed at finding out the difference between adolescent students studying in Government senior secondary schools and Private schools, location (urban and rural) and gender (male and female) in terms of their self-disclosure, values and school environment. A sample of 600 students studying in government and private senior secondary was comprised from five districts of Haryana state. The obtained 't' values for self-disclosure and values with school environment are .186 and .127 respectively which are more than the table value .115 at the 0.01 level of significance. This implies that a positive and significant relationship exists for self-disclosure and values with regard to school environment. Therefore, the hypothesis is accepted at the 0.01 level of significance. It indicates that school environment contributes to self-disclosure and values. It can be interpreted that school environment may be more effective in self-disclosure and values of adolescence. In the differential analysis organization set-up (government and private) and gender (male and female) found to be significant difference in self-disclosure and school environment in opposition to values. It is also revealed that urban and rural adolescents differ significantly on self-disclosure and no significant difference in terms of area of values and school environment. Thus, it can be concluded that school environment is an important factor to enhance personality traits of healthy self-disclosure and values of adolescents.<sup>1</sup>

**KEYWORDS:** Self-disclosure, values, adolescents and school environment.

## Introduction

Education is a process of human enlightenment and empowerment for a better life. Sound and effective system of education results in unfolding the learner's potentialities, enlarging their competencies, interests, attitudes, confidence about self-expression and values<sup>1</sup>. School is the best place where these virtues and personality characteristics can be developed.<sup>1</sup>

"Self" is the inner image of one's own personality, and self-disclosure is an important personality characteristics. According to Sinha(1973) "Self-Disclosure i.e. letting another person know what you think, feel or want is the most direct means by which an individual can make himself known to another person and it is a must for healthy mental personality."<sup>9</sup>

Value is a generalized end that guides behaviour towards the uniformity in the varieties of a situation with the object of repeating a particular self-sufficient satisfaction.<sup>4</sup> Clyde Kluckhohn (1952) "value is a conception, implicit or explicit, distinctive of an individual or characteristics of a group, of the desirable which influences the selection from available, means ends of action."<sup>8</sup>

Adolescent is the stage of growing up from childhood to manhood or womanhood or the period of life between puberty and maturity, generally considered to be, thirteen to nineteen.<sup>3</sup> It is a period in one's life when one finds himself in transition phase which carries along with it lots of problems too. In fact, it is the time when one develops from childhood to an adult. In the present study the investigator has taken adolescents of age range 16-17 years.

The school is the most important experience in the process of the child development. When the child enters the school arena, he or she is presented with new opportunities in terms of socialization and cognitive development. These opportunities are provided in different measures in different schools and may have a direct impact on the cognitive and affective behaviour of students.<sup>6</sup>

## Justification of the study

Self-disclosure is a main factor in the initiation, maintenance and deterioration of relationship. Studies show that close relationships can help a person maintain or enhance their level of self-esteem by providing emotional and social support. Usually characterized by trust, intimacy, stability and close relationships are often very personal and caring. Self-disclosure research is largely done in the context of social relationships such as spouse and friends. Studies addressing self-disclosure of adolescents usually look for its association with behavioural disorder. Mostly studies have been carried out in Euro American context. Studies in Indian context are very few.<sup>3</sup> Adolescents are internalizing contradictory and conflicting world views, lifestyles and modes relationships with other.<sup>2</sup> So there is an acute need for incorporative values on the realm of religion, social service, economics and politics in India and in present era there is a strong need for values education in adolescents for preventing the deterioration of the society as well as the nation.<sup>5</sup> The present study is supposed to improve their school environment which in turn may be supportive about self-disclosure and values among adolescents.

## Objectives

1. To study the relationship between self-disclosure and school environment of adolescent students.
2. To study the relationship between values and school environment of adolescent students.
3. To find out the difference between self-disclosure, values and school environment of adolescent students studying in Government senior secondary schools and Private schools in terms of their organizational set-up (government and private school), location (urban and rural) and gender (male and female).

## Hypotheses

1. There exists significant relationship between self-disclosure and school environment of adolescents.
2. There exists significant relationship between values and school environment of adolescent students.
3. There exists significant difference between self-disclosure, values and school environment of adolescent students studying in Government senior secondary schools and Private schools in terms of their organizational set-up (government and private school), location (urban and rural) and gender (male and female).

## Research Method

In the present study descriptive research method was used.

## Sample

For the present study a restricted sample of 600 adolescence students of senior secondary school was taken up from five districts of Haryana state. A total of 300 students from government senior secondary schools and 300 students from private senior secondary schools were selected randomly from Ambala, Panchkula, Kaithal, Yamunanagar and Kurukshetra districts of Ambala Commissionary.

## Tools Used

1. Self-Disclosure Inventory (SDI) developed by Dr. Virendra Sinha in 2003.
2. Study of Values Test (SVT) developed by Dr. R.K. Ojha and Dr. Mahesh Bhargava in 2012.
3. School Environment Inventory (SEI) developed by Dr. Karuna Shankar Misra in 2011.

## Statistical techniques used

Mean, SD, Pearson product moment correlation and t-test

**Result and Discussion**

The corresponding analysis and interpretation of the tabulated data are presented in the following tables.

**Table-1**

**Coefficient of correlation (r) for self-disclosure along with its dimensions and school environment of adolescents (n=600)**

Variables	R	Level of Significance
Self-Disclosure and School Environment	.186	Significant at 0.01 level
Values and School Environment	.127	Significant at 0.01 Level

N=600 df=598

Table value = .088 at 0.05 level of significance

= .115 at 0.01 level of significance

Table-1 shows the coefficient of correlation for self-disclosure and values with regard to school environment of adolescents. It is revealed from the table that the obtained values of correlation for self-disclosure and school environment are .186 which is more than the critical values of .115 at the 0.01 level of significance. In case of this, concerned hypothesis is accepted because positive and significant relationship is found for self-disclosure and school environment.

It is also elucidated from the above table that the value of coefficient of correlation for values and school environment is .127 which is more than the table value .115 at the 0.01 level of significance. This implies that a positive and significant relationship exists for values and school environment. Therefore, the hypothesis is accepted at the 0.01 level of significance.

It indicates that school environment contribute to self-disclosure and values. It can be interpreted that school environment may be more effective in self-disclosure of adolescence.

**Table-2**

**Difference between mean scores of government and private senior secondary school adolescent students with regard to Self-Disclosure, Values and School Environment**

Sr. No.	Group of adolescents	Variables	M	S.D.	SEM	t-ratio	Level of Significant
1.	Government	Self-Disclosure	402.36	135.972	7.850	-2.238	Significant
	Private		428.06	145.100	8.377		
2.	Government	Area of Values	238.37	19.605	1.132	-.694	Not Significant
	Private		239.34	14.053	.811		
3.	Government	School Environment	171.03	44.457	2.567	-2.118	Significant
	Private		178.41	40.851	2.359		

Table value of 't' at 0.05 level of significance= 1.96

Government N<sub>1</sub>=300

Private N<sub>2</sub>=300

The Table-2 shows the t values of test significance of difference between groups of Government and private senior secondary school adolescent students for self-disclosure, values and school environment. The calculated values for self-disclosure and school environment are 2.238 and 2.118 respectively which exceed the table value 1.96 at the 0.05 level of significance. It means that government and private senior secondary school adolescent students differ significantly on self-disclosure and school environment. Therefore, the concern hypotheses are accepted at the 0.05 level of significance. It means that organization set-up plays an important role in self-disclosure and school environment of adolescents. It is further revealed by the table-2 that t-value for area of values is .694 which is less than the critical value 1.96 at the 0.05 level of significance. It reveals that government and private school adolescents do not differ significantly on values. Therefore, the concerned hypotheses are rejected.

It is also observed from table that the mean score of private senior secondary school adolescents for self-disclosure, values and school environment is higher than government senior secondary school adolescents revealing that private school adolescents are having more self-disclosure, values and family relationship than the government school adolescents.

**Table-3**

**Difference between mean scores of male and female senior secondary school adolescent students with regard to Self-Disclosure, Values and School Environment**

Sr. No.	Group of adolescents	Variables	M	S.D.	SEM	t-ratio	Level of Significant
1.	Male	Self-Disclosure	390.12	144.807	8.224	-4.578	Significant
	Female		442.03	132.046	7.754		
2.	Male	Area of Values	239.25	13.647	.775	.582	Not Significant
	Female		238.43	20.074	1.179		
3.	Male	School Environment	166.51	41.853	2.377	-4.952	Significant
	Female		183.50	42.156	2.475		

Table value of 't' at 0.05 level of significance= 1.96

Male N<sub>1</sub>=310

Female N<sub>2</sub>=290

The results given in Table-3 shows the t-values calculated to test the significance of difference between groups of male and female adolescents for self-disclosure and school environment. It is revealed from the table the values for total self-disclosure and school environment are 4.578 and 4.952 respectively, which exceed the critical value 1.96 at the 0.05 level of significance. It shows that male and female adolescents differ significantly on self-disclosure and school environment. The mean score of female adolescents is high on self-disclosure and school environment revealing that female adolescents are more disclose them than the male adolescents and have higher perception about school environment. Therefore concerned hypotheses are retained.

It is further revealed by the table that the t value for area of values is .582 which is less than the critical value 1.96 at the 0.05 level of significance. It revealed that male and female adolescents do not differ significantly on values. Therefore, the concerned hypothesis is not accepted.

**Table-4**

**Difference between mean scores of urban and rural adolescent students of senior secondary school with regard to self-disclosure, values and School Environment**

Sr. No.	Group of adolescents	Variables	M	S.D.	SEM	t-ratio	Level of Significant
1.	Urban	Total Self-Disclosure	439.55	146.738	8.472	4.286	Significant
	Rural		390.87	130.969	7.562		
2.	Urban	Area of Values	238.36	19.603	1.132	.709	Not Significant
	Rural		239.35	14.055	.811		
3.	Urban	School Environment	178.06	44.289	2.557	1.916	Not Significant
	Rural		171.38	41.093	2.373		

Table value of 't' at 0.05 level of significance= 1.96

Urban N<sub>1</sub>=300

Rural N<sub>2</sub>=300

The Table-4 shows the t values to test the significance of difference between group of urban and rural adolescents for self-disclosure, values and school environment. The calculated value for self-disclosure is 4.286 which exceed the table value 1.96 at the 0.05 level of significance. It means that urban and rural adolescents differ significantly on self-disclosure. Therefore, the concerned hypothesis is accepted at the 0.05 level of significance. It means that the location plays an important role in self-disclosure.

The Table-4 indicates t-values for area of values of urban and rural adolescents. The t-values for area of values and school environment are .709 and 1.916 respectively which are less than the critical value revealing that urban and rural adolescents do not differ significantly on area of values and school environment. Therefore, the hypotheses are not accepted at the 0.05 level of significance. Further, the table reveals that the mean scores of urban adolescents for self-disclosure and school environment are higher than the mean scores of rural adolescents. The results show that the urban adolescents are more disclose themselves and perceived their school environment than the rural adolescents.

**Conclusion**

The present study was to examine the relationship of school environment with self-disclosure and values. The results indicated that school environment contributes towards self-disclosure and values of adolescents. In the differential analysis organization set-up (government and private) and gender (male and female) found to be significant difference in self-disclosure and school environment in opposition to values. It is also revealed that urban and rural adolescents differ significantly on self-disclosure and no significant difference to be found in terms of area of values and school environment. Thus, it can be concluded that school envi-

ronment is an important factor to enhance personality traits of healthy self-disclosure and values of adolescents.

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